This study assumes that the "causes of and remedies for failure are necessarily closely connected with factors found in the school and with the school experiences of failing pupils." The study is based on the high-school records of 6,141 pupils belonging to eight different high schools located in New York and New Jersey.

The investigation attempts to answer the following questions: (1) How extensive are the failures of the high school? (2) What basis is discoverable for prognosticating the occurrence of, or the number of, failures? (3) How much is the graduation or the persistence in school conditioned by the occurrence or the number of failures? (4) Are the school agencies employed in remedying failures adequate for the purpose? (5) Do the failures represent a lack of capability or of fitness for high-school work on the part of those pupils? (6) What treatment is suggested by the diagnosis of the facts of failure?

Limitations of space prevent a rehearsal of the findings brought to light through the investigation of these specific problems. Suffice it to say that the study should be read by every high-school teacher and administrator.

---

*A new scale for measuring hand sewing.*—The measurement movement set in motion a little over a decade ago by Dr. E. L. Thorndike seems to be penetrating every field of educational endeavor. The present monograph[1] is an account of how a scale has been constructed to measure the products of hand sewing. The author made an effort to do some seven tasks in this piece of research, among which were to make a scale by means of which merit in certain forms of hand sewing may be measured, to make an inventory and analysis of the faults found in children's sewing, to determine the relative importance of various faults and of various stitches as indicators of general merit in sewing, and to determine the reliability of judgments concerning various faults and concerning various stitches.

The sewing of over one thousand persons formed the material for the investigation. Three hundred forty-seven persons rendered judgments upon the work. The scale itself consists of a series of fifteen plates upon which are the photographs of the different grades of sewing. By placing the work one wishes to judge alongside the different plates, one can fairly readily match the work in hand, and as each plate has a numerical value, one can in a way measure the sewing of the child. The theory is much like that used in building, writing, and composition scales, but has a little different turn. It appeals to us as being a very practical attack upon the problem of measuring hand work in sewing.

---

*Efficient distribution of periods of practice.*—The tendency to learn through experimentation the truth about matters pertaining to education is further illustrated by a monograph[2] from Teachers College which has just reached our desk. The author has made a very elaborate series of experiments to show whether it is more effective in learning to practice in periods of equal length, or to practice the same amount of time but have the time broken into periods of decreasing length. Seemingly, all the factors that could possibly affect the results were kept constant

[1] KATHARINE MURDOCH, *The Measurement of Certain Elements of Hand Sewing. Teachers College Contributions to Education, No. 103.* New York: Teachers College, Columbia University, 1919. Pp. 120.

[2] ROBERT ALEXANDER CUMMINS, *Improvement and the Distribution of Practice. Teachers College Contributions to Education, No. 97.* New York: Teachers College, Columbia University, 1919. Pp. 72.